

BOSTON COLLEGE BULLETIN

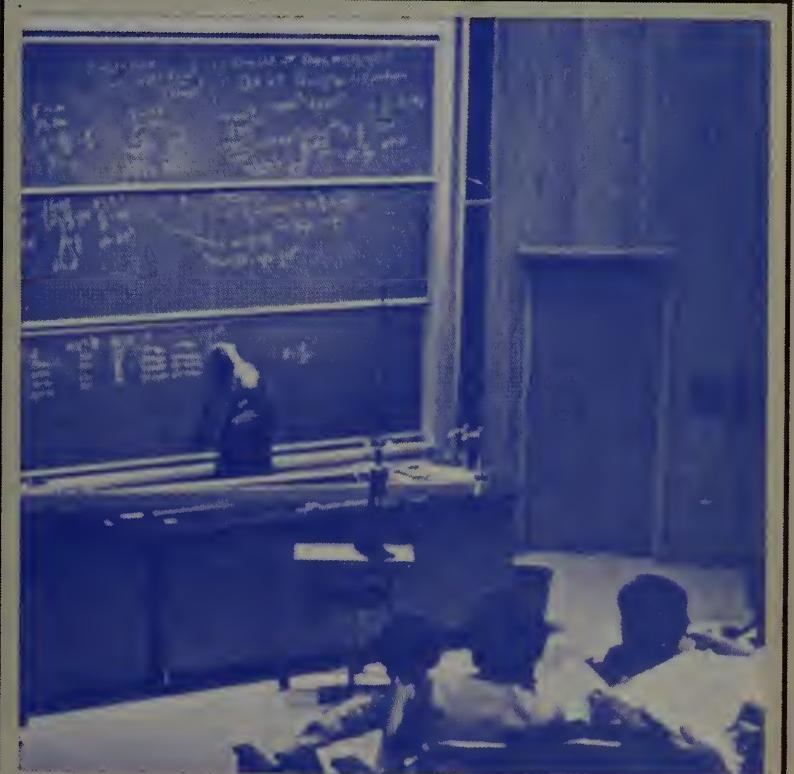
1970 - 1971

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GRADUATE SCHOOL OF SOCIAL WORK

1970-1971

AUGUST 28, 1970

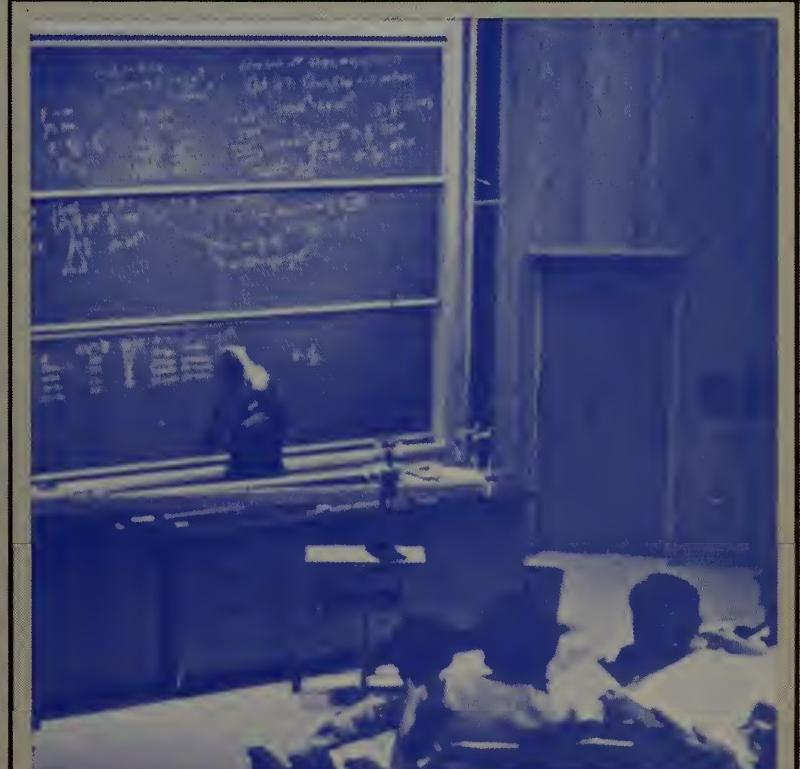
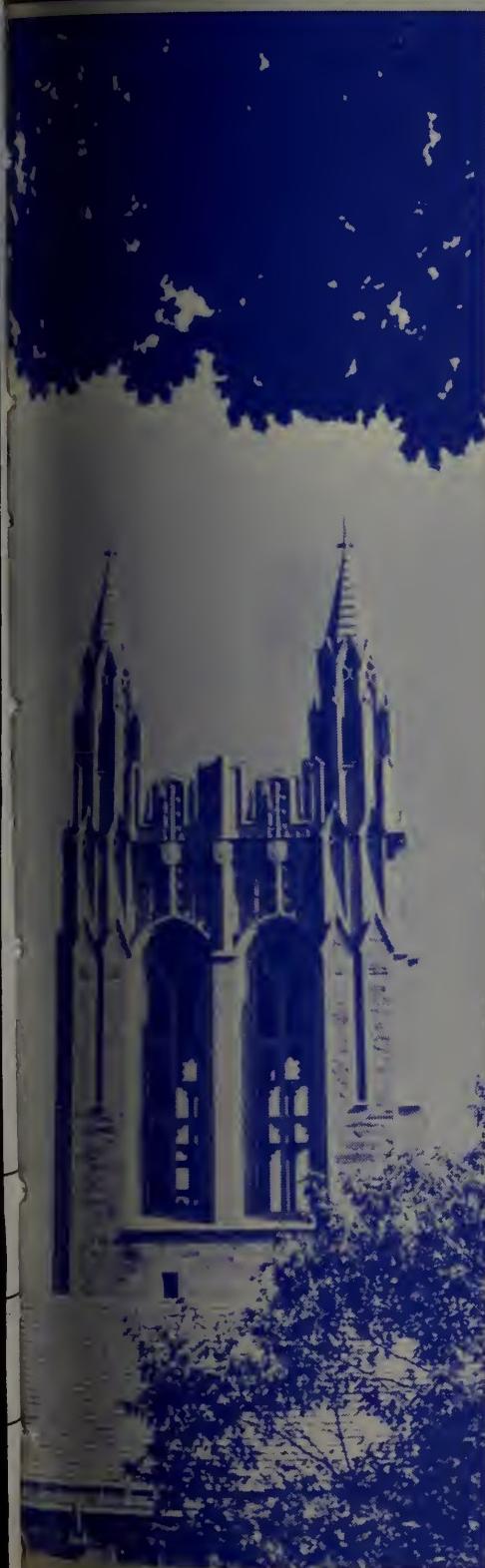


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ON THE COVER — A photographic collage symbolizing the heritage, traditions and commitment to excellence of Boston College and its Graduate School of Social Work: (left) Gasson Hall, oldest building on the University Heights campus; (upper right) the original drawing from which the monogram of the Graduate School of Social Work was designed. The circular painting depicts the parable of the Good Samaritan and on the monogram it is encircled by the inscription, "And Who Is My Neighbor?"; (lower right) a class in session.

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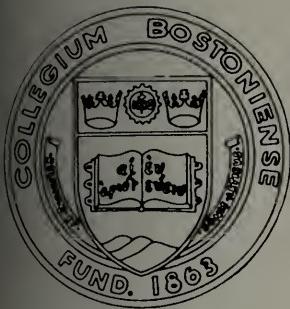
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ERRATUM

Page 12, Paragraph 2, delete the following: "One semester of research methods, one semester of statistical methods are required for all entering students."





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1970-1971

BOSTON COLLEGE
UNIVERSITY HEIGHTS
CHESTNUT HILL, MASSACHUSETTS 02167



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MAP OF THE UNIVERSITY HEIGHTS CAMPUS

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BOSTON COLLEGE

THE UNIVERSITY

Boston College is one of the oldest Jesuit-sponsored universities in the United States. Its charter was granted to John McElroy, S.J., on April 1, 1863, by John Albion Andrew, Governor of the Commonwealth of Massachusetts. John Bapst, S.J., was the first President. As has been true of almost every leading college and university in the nation, the original intention was to provide collegiate instruction for young men in an atmosphere of a specific religious tradition. Boston College has followed the honored pattern of other American universities by growing into an eclectic institution of higher education. Its academic community is open to men and women of any and every background; its scholarly pursuits range the entire spectrum of contemporary thought and interest.

Boston College was first located in the South End of the City of Boston and continued there for its first half century. Shortly before World War I, Thomas Gasson, S.J., then President, purchased a property in Chestnut Hill, a suburb of Boston. In more than fifty years that have followed, the University Heights campus has grown to include forty collegiate structures and still retains much of its suburban beauty as well as an enviable prospect of the city six miles away.

The evolution of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College of Arts, Sciences and Business Administration were added to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox, Massachusetts, and the Schools of Philosophy and Theology at Weston — several miles west of the University Heights campus — all for the preparation of young men for the priesthood in the Society of Jesus — were established as schools of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, with its Graduate School (1957), is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

OBJECTIVES OF THE UNIVERSITY

The primary objective of Boston College is stated on the official seal of the University: Ever to Excel. Boston College is committed to the conservation, extension, and diffusion of knowledge. Its purpose is to impart an understanding of the unity of knowledge, an appreciation of our cultural heritage, a dedication to the advancement of learning, and a sense of personal social responsibility, both within the University, and beyond, in the community and the world. The University is dedicated to the task set forth for universities by President John F. Kennedy in his speech at the Boston College Centennial Convocation in 1963:

". . . as the world presses in and knowledge presses out, the role of the interpreter grows. Men can no longer know everything themselves; the twentieth century has no universal man. All men today must learn to know through one another, to judge across their own ignorance, to comprehend at second hand. These arts are not easily learned. Those who would practice them must develop intensity of perception, variety of mental activity, and the habit of open concern for truth in all its forms. Where can we expect to find a training ground for this modern maturity, if not in our universities?"

ACCREDITATION OF THE UNIVERSITY

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, the American Association of Collegiate Schools of Business, the American Association of Theological Schools, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the



Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council on Social Work Education, the Jesuit Educational Association, the International Association of Universities, the International Associations of Catholic Universities, the National Catholic Education Association, the National Commission on Accrediting, the Accrediting Service of the National League for Nursing, the New England Association of Colleges and Secondary Schools, and other similar organizations.

THE GRADUATE SCHOOL OF SOCIAL WORK

In keeping with the Jesuit tradition of four centuries of educating students in the service of their fellowman, Boston College (fund. 1863) established a Graduate School of Social Work in March 1936.

Under the leadership of its co-founders, Reverend Walter McGuinn, S.J. (1944) and Miss Dorothy L. Book (1955), the School was established to prepare young men and women for careers in professional social service inspired by the Judaeo-Christian philosophy of love for one's fellowman and an appreciation of the natural dignity of all men regardless of race or creed.

The two-year program leading to the degree of Master of Social Work was approved for membership in the American Association of Schools of Social Work in 1938 and is accredited by the Council on Social Work Education.

The Graduate School of Social Work is located on the Boston College Campus, Chestnut Hill, in McGuinn Hall, the Social Science Center. The new quarters were planned specifically for the School and its programs and are in the same building with many social science departments and the Institute of Human Sciences. Boston and its environs offer splendid advantages in pioneering social agencies and world famous teaching hospitals, in addition to educational and cultural opportunities.

THE PROFESSIONAL PROGRAM

The professional program at Boston College Graduate School of Social Work is based on the acceptance of: (1) the Boston College objectives of conservation, extension and diffusion of knowledge; (2) the Boston College tradition of commitment to the principle of the natural dignity of the human person founded on his rights and responsibilities as these affect his relationships with himself, his fellowman, his Creator, and with Society; (3) the social work axiom that man has an innate thrust towards the self-realization of his potential for effective social functioning; (4) professional responsibility for helping individuals and societies to realize this potential.

The Graduate School of Social Work seeks to educate each student: (1) to recognize his responsibility for implementing the knowledge and

values of the social work profession, as expressed in the goals of a democratic society; (2) to contribute to the continuing development of the profession; (3) to increase his effectiveness in promoting healthy social functioning in individuals, families, and communities. The faculty therefore seeks to impart the knowledge and display the attitudes which will evoke the same commitments in its students. The educational aim of the School looks towards the thorough preparation of a Master in Social Work who at commencement will be competent to undertake the practice of professional social work with special competencies in social casework or community organization and social planning methods.

Casework is an orderly process of helping individuals and families who suffer from personal and social conflicts of life. The process includes an exploration and understanding of these human conflicts as well as the purposeful use of a continuum of skills appropriate to the unique needs of each client. Inherent in the concept of casework is the belief that both client and worker are meaningfully involved in a dynamic relationship which serves as the matrix within which change may take place.

Community Organization and Social Planning are methods of social work practice designed to assist citizens, groups, and/or organizations to solve the pressing social ills of a community or neighborhood. Community organization is viewed as a method for arousing interest in social problems, bringing together and involving citizens in solving such problems, and enabling groups to implement welfare programs or community goals to alleviate and prevent social problems. Social planning is viewed as a purposeful activity for the solution of social problems. It is, however, participatory in character; that is, for social planning goals to be identified, designed and implemented, citizens and groups need to be involved.

The School offers a basic program of community organization and social planning. Core courses which are required of all students are related to social work, research, community organization and planning. Electives related to the student's interests and career plans are available, principally in the second year of study.

In addition, for some students, specialization is possible. Currently three concentrations are available. They include:

Community Planning
Community Mental Health Planning
Action Planning for Community Health Services

The latter, Action Planning for Community Health Services, is a new program instituted in 1970-71. Supported by the U. S. Public Health Service, the objective of this program is to prepare graduates for professional practice and responsibility in community and regional comprehensive health planning agencies. The academic program is organized around the concepts of community organization, health planning and health processes and delivery systems. Students will take core courses related to community organization and social planning and specialized courses in health and health planning. A limited number of students who meet the requirements for this concentration will be accepted into the program.

Professional social work education requires that students, in addition to academic courses, have a period of actual practice in a social agency under a professionally trained social worker who qualifies as a field instructor. This experience gives the students the opportunity to work with people; to learn agency functions and policies, the resources of the community, the integration of theory and practice; and to experience the responsibilities of becoming a professional social worker.

Field placements are in public-private casework; community organization; social and health planning agencies. The agency and school jointly agree on the content of the student's field experiences. Some field instructors are agency employees, whereas others are selected by the school and the agency to teach a group of students as a unit. First year students have two days per week, second year students have three days per week, in field instruction.

Field work requirements differ for students specializing in community organization and social planning. First year students take field instruction two days a week. Field instruction for second year is a block placement during the months of June, July and August between the first and second year of graduate study. Where possible, stipends are arranged for students during the summer block placement.

Traditionally, since the founding of the School, a faculty advisor has been assigned to each student. The function of the faculty advisor is to help the student coordinate his overall educational experience in both class and field. Plans for meetings between advisor and student will be determined together following an initial conference.





GENERAL INFORMATION

REQUIREMENTS FOR THE DEGREE

The Master of Social Work degree is granted upon the satisfactory fulfillment of the requirements specified in this Bulletin.

The regular program of the School is planned on a two-year basis with a concentration of studies and field instruction in either social casework or community organization and social planning.

Two years of residence are required. Under appropriate circumstances one year of residence in another School of Social Work will be accepted.

The unit of credit is the point (semester hour). A point represents one academic hour a week of classroom instruction per semester. One credit point in field instruction represents the equivalent of 60 hours of supervised practice.

The minimum credit point requirements for the Master of Social Work degree are:

Courses in classroom instruction 38 points

Courses in field instruction 20 points

Students are expected to maintain a grade of B as the combined average of all courses in each semester. Credit points for any courses are obtained when the student has satisfactorily completed all the requirements of the course for the semester.

The Dean, in consultation with the Academic Standards Committee, reserves the right to ask a student to withdraw because of a failure to meet academic or other requirements.

ADMISSION AND REGISTRATION

Admission Requirements

The Admissions Committee of the School passes on all applications forming its decision in accepting a candidate from evidence that the applicant has the personal and academic qualifications necessary for

success as a graduate student of social work and as a professional social worker. Personal qualifications include intelligence and scholarly habits, emotional balance, maturity, high moral purpose, and a wholesome and genuine interest in people. Candidates should be temperamentally suited for the work, and in general possessed of a character and disposition that will make for leadership in the field. Applicants under twenty-one and over thirty-five are not accepted, except for special reasons.

Academic requirements include a baccalaureate degree from an accredited college with at least twenty semester hours from the social, behavioral and biological sciences. An undergraduate grade point average equivalent to a B- is a requirement for admission. A broad undergraduate background in the liberal arts and/or psychology, sociology, cultural anthropology and philosophy provide preparation of particular value. One semester of research methods, one semester of statistical methods are required for all entering students.

All foreign students must present evidence of English language proficiency through scores achieved on the TOEFL test. Information regarding dates of TOEFL tests may be obtained through the American Embassy in applicant's country. These tests should be taken not later than the October prior to the year in which admission is sought.

Application Procedure

Application forms may be obtained by communication with the Admissions Office. With the forms the applicant will receive a notice for transcript of undergraduate marks which he sends to his college with the request that the official transcript of academic grades and credits be forwarded to the Boston College Graduate School of Social Work. The school will write to the references. After the completed application forms, transcript(s) of undergraduate grades and four letters of reference have been received, the School will contact the applicant for a personal interview where feasible.

Applications may be filed from the beginning of a student's senior year in college. Final date for filing is March 1, 1971 for students living in the United States; for foreign students the date is January 1, 1971. A check or money order in the amount of \$20.00 is to be submitted with the application. Priority in processing applications is given according to the order of receipt of relevant materials.

Notice of the Admission Committee's decision is sent to the applicant at the earliest possible opportunity.

Registration

Applicants who have been accepted are required to deposit, within two weeks of their notification, the sum of \$100, as a pledge of their intention to register. This deposit is non-refundable and will be credited as partial payment of the first semester's tuition. If the deposit is not paid by the date due, the student will forfeit the place in the School reserved for him.

Registration in person on the specified day is required of all students in each semester of enrollment. A check or money order is to be forwarded by the student to the Treasurer's Office, Boston College, Chestnut Hill, Massachusetts 02167, before the days of registration, in payment of the expenses listed in the notification sent in advance by that office. Students are responsible for submitting physical examination forms which have been sent out by the School during the summer, and the final college transcript. These must be received by the Registrar before a student is permitted to register. Failure to comply with these regulations entails a Late Registration fee of \$10.

Transferred Credit

Academic courses or supervised field work completed in other accredited graduate schools of social work may be accepted as advanced credit when they are in substance the equivalent of similar training offered by the School, and if these courses have been completed within the customary six-year period. Social Work experience as such is not acceptable for credit. All advanced credit is recognized only upon satisfactory completion of other requirements. One full year in residence is required for a degree from the Boston College Graduate School of Social Work.





FEES AND FINANCIAL INFORMATION

All fees are subject to change at the discretion of the Board of Trustees. Fees are payable by check or money order made out to Boston College.

Application Fees

A check or money order in the sum of \$20 is to be submitted with the application. This fee is for the expenses involved in processing the application and is not refundable or applicable as partial payment of tuition. A \$100 deposit is required upon notification of acceptance.

Tuition

The tuition for the academic year 1970-71 is \$2,240 a year, payable in two installments, with \$10 for registration fees. The tuition each semester, therefore, is \$1,120, with a registration fee of \$5; hence, \$1,125 is payable by check or money order prior to each registration. However, the \$100 fee paid by the first year students as a deposit is credited against the \$1,125 in the first semester.

Graduation Fee	\$15.00
Late Registration Fee	10.00
Each Copy of Transcript (after first)	1.00

Refunds

The date of receipt of withdrawal notice will determine the amount of the tuition refund. If formal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made. If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made. If formal notice of withdrawal is received within four weeks of first classes a refund of 40% of tuition is made. If formal notice of withdrawal is received within five weeks of first classes a refund of 20% of tuition is made. No refunds are allowed after the fifth week of classes.

HOUSING AND BOARDING FACILITIES

The Office of the Director of Housing at Boston College maintains a list of private homes, rooms, and apartments near Boston College where living facilities are available. Correspondence regarding this matter should be directed to this office, or to the Student Orientation Committee at the School of Social Work.

SCHOLARSHIPS AND AWARDS

The School has available a limited number of Federal stipends, which are awarded on the basis of scholastic achievement, professional promise, need, and career goals. These are granted to both first and second-year students, and application for them is made directly to the Boston College Graduate School of Social Work. Included in this category are grants from the Department of Health, Education and Welfare in the following areas: National Institute of Mental Health, Community Services Administration (formerly the Children's Bureau), Rehabilitation Services Administration and the Public Health Service. Grants are also available from the Veterans Administration and the Fund and Council field. All grants require a moral commitment to the particular field of practice in which the award has been established.

Scholarships are available for minority and disadvantaged candidates.

Students interested in applying for any of the above should so designate at the time of their application.

Thomas J. Flatley, President of American Geriatric Facilities, has established a special fund to develop a pilot project whereby graduate students at Boston College Graduate School of Social Work will enhance their knowledge and skills in the field of Geriatrics. The American Geriatric Facilities will be used as a field work setting where a number of students will have the opportunity to coordinate classroom theory with field work practice.

Many private agencies offer financial assistance to students in exchange for a commitment to work for the agency following graduation. Awards vary from \$500 to \$3,000. Application for these scholarships is made directly to the agency.

Public agencies in many areas have established educational leave plans under which an employee is permitted to attend school while receiving salary in exchange for a commitment after completion of studies.

Applicants are encouraged to explore the above sources for financial assistance as the number of scholarships without commitment is limited. In all instances, early application is advised.

BUREAU OF CONTINUING EDUCATION IN URBAN PLANNING

The function of the Bureau of Continuing Education in Urban Planning, initiated under a grant from the Committee of the Permanent Charity Fund, is to plan, organize and administer programs of continuing education in the areas of social agency administration, community organization, social work and urban planning.

LIBRARY

The Library, located in the same building, has been developed specifically to serve the needs of the School. It has been maintained as a unit and contains a noteworthy collection of books, documents, and periodicals touching all aspects of the fields embraced by the curriculum.

STUDENT ORGANIZATION AND ACTIVITIES

The students organize their Student Council. Officers of the Council are elected by the student body. Under the auspices of the Student Council, special meetings, socials, and projects of interest to the student body are planned and arranged.

A student journal, "Opinion," is published three times during the Academic Year.

LAWS OF GOVERNANCE

The University Board of Directors, as of October 1969, approved a new format for the governance of the School of Social Work. This includes an Executive Board and three Standing Committees (Curriculum, Admissions and Academic Standards).

The membership of the Executive Board and Standing Committees includes Administrators ex officio and both elected and appointed representatives of Faculty, Students and Alumni.

16 ALUMNI ASSOCIATION

The Alumni Association grew out of the desire among the graduates to contribute in promoting the best interests of the school. The officers and executive committee meet monthly during the School year. Through

various committees of alumni members, special projects are undertaken to further the welfare of the School and its graduates.

JOB PLACEMENT

The School tries to assist graduates to locate and relocate positions throughout the country and maintains a file of current job opportunities.

TRANSCRIPTS

Graduates and students wishing to have a transcript of their marks forwarded to some agency or school should notify the School Registrar. The School will send a transcript to a social agency or educational institution, but not to individuals for private use. Two weeks should be allowed for filling such requests; a longer time is needed during examination and registration periods. A fee of one dollar is to be paid for each transcript after the first.

PROFESSIONAL RECORD

A copy of a graduate's professional record, written at the time of graduation, is always on file and will be forwarded to an agency or educational institution at the request of a graduate.





PROGRAM OF INSTRUCTION

The Social Work curriculum is designed to prepare students for responsible entry into the profession. Specialization is offered in two basic areas of practice: Casework, Community Organization and Social Planning. In keeping with the guidelines established by the Council On Social Work Education, a core curriculum is required for all students. This core includes: Human Behavior and the Social Environment, Research, Social Welfare Policy and Philosophy.

While specific courses are also required in each method, a variety of electives is available largely in second year. These elective courses may be taken within the School of Social Work or in other Departments of the University where courses are related to the field of social work.

Students are not permitted to take more than two electives in a given sequence in any one semester.

PROGRAM OF STUDY FOR CASEWORK MAJORS

	Credit Points
FIRST SEMESTER	
<i>PHILOSOPHY — ETHICS AND VALUES (Elective)</i>	2
<i>SOCIAL WELFARE POLICY AND SERVICES</i>	2
<i>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT</i> 2	
<i>SEMINAR FOR HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT*</i>	1
<i>RESEARCH**</i>	2
<i>FUNDAMENTALS OF CASEWORK PRACTICE</i>	2
<i>FIELD INSTRUCTION</i>	4
	<hr/> 12-15
SECOND SEMESTER	
<i>SOCIAL WELFARE POLICY AND SERVICES</i>	2
<i>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT</i> 2	
<i>RESEARCH**</i>	2
<i>BASIC SKILLS IN THERAPEUTIC INTERVENTION</i>	2
<i>FIELD INSTRUCTION</i>	4
<i>COMMUNITY ORGANIZATION AND CASEWORK PRACTICE</i>	2
	<hr/> 14
THIRD SEMESTER	
<i>RESEARCH**</i>	2
<i>DIFFERENTIAL TREATMENT</i>	2
<i>FIELD INSTRUCTION</i>	6
<i>ELECTIVES</i>	6- 7
	<hr/> 16-17
FOURTH SEMESTER	
<i>RESEARCH**</i>	2
<i>FIELD INSTRUCTION</i>	6
<i>ELECTIVES</i>	8
	<hr/> 16

*Not required of all students.

**In 1971-72, research sequence will be revised in light of prerequisites.

***Students have the opportunity to elect a course within the areas of political science and government offered within the Graduate School of Social Work or in the Political Science Dept. with the permission of the student's advisor and the course instructor.

****Students have the opportunity to elect courses within the social science area offered within the Graduate School of Social Work, the Sociology Department, or the Economics Department, with the permission of the student's advisor and the course instructor.

PROGRAM OF STUDY FOR COMMUNITY ORGANIZATION AND SOCIAL PLANNING MAJORS

FIRST SEMESTER

	Credit Points
PHILOSOPHY — ETHICS AND VALUES (<i>Elective</i>)	2
SOCIAL WELFARE POLICY AND SERVICES	2
HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT	2
SEMINAR IN HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT*	2
RESEARCH**	2
COMMUNICATION THEORY FOR COMMUNITY ORGANIZATION PRACTICE	2
COMMUNITY ORGANIZATION I	2
PRACTICE SEMINAR IN COMMUNITY ORGANIZATION — FIELD INSTRUCTION	4
	<hr/>
	14-17

SECOND SEMESTER

URBAN POLICY ANALYSIS	2
RESEARCH**	2
COMMUNITY ORGANIZATION II	2
PRACTICE SEMINAR IN COMMUNITY ORGANIZATION — PRINCIPLES OF PLANNING	2
APPLIED GROUP THEORY IN COMMUNITY ORGANIZATION PRACTICE	2
FIELD INSTRUCTION	4
	<hr/>
	14

SUMMER (June 1 to mid-August)

FIELD INSTRUCTION	12
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THIRD SEMESTER

PHILOSOPHY — ETHICS AND VALUES (<i>Elective</i>)	2
RESEARCH**	2
PLANNING THEORY	2
SOCIAL PLANNING WORKSHOP	6
PRACTICE SEMINAR IN COMMUNITY ORGANIZATION — GOVERNMENT AND POLITICS ELECTIVES***	2- 3
SOCIAL SCIENCE ELECTIVE****	3- 6
	<hr/>
	17-19

FOURTH SEMESTER

RESEARCH**	2
SOCIAL PLANNING THEORY	2
SOCIAL PLANNING WORKSHOP	3
PRACTICE SEMINAR IN COMMUNITY ORGANIZATION — SOCIAL SCIENCE ELECTIVE****	3- 6
	<hr/>
	10-13

DESCRIPTION OF COURSES

SOCIAL WORK CORE SEQUENCES PHILOSOPHY SEQUENCE

SW611 SEMINARS IN ETHICS AND VALUES (2) (Third) Elective

Seminars devoted primarily to an analysis of the impact of ethics and values upon the professional person who provides social services and the individual, or group, or community of people who receive the services. Emphasis is centered on specific problem areas connected with the student's practice experience in which value issues arise.

(Open to First Year students if vacancies available)

SOCIAL WELFARE POLICY AND SERVICES SEQUENCES

SW521 SOCIAL WORK AND SOCIAL WELFARE (2) (First)

The social welfare system and the roles of the social work profession within the system. The historical roots of social welfare policy as perceived through the political and economic point of view. Current trends in social welfare policy, delivery systems, and the profession.

(Required for all students except those accepted for SW523)

Adams
Hanwell

SW522 SOCIAL WORK AND SOCIAL PROBLEM (2) (Second)

The use of a social work frame of reference for the analysis of social problems which are examined against the background of provisions in our society for dealing with them. Social problems of interest to individual students are dealt with by the project method.

(Required for Casework students)

Adams
Hanwell
Robertson

SW523 SOCIAL POLICY ISSUES IN ECONOMIC MAINTENANCE (2) (First)

An in-depth study of the social policy issues and philosophical foundations of problems related to poverty, economic stability and income maintenance. Comparative analysis of U.S. economic maintenance programs with those of other countries will be made. Alternatives for economic maintenance presently being considered in this country will be examined.

(Prerequisite: Undergraduate social welfare preparation)

Robertson

22 SW524 URBAN POLICY ANALYSIS (2) (Second)

Contemporary issues of public policy regarding urban development. Models purporting to describe urban structure and change are analyzed.

(Required for C.O. students)

Ahearn

SW617 RACISM (2) (Third) Elective

An analysis of the current issues and problems in American Racism will be studied as enlightened by the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to the solution of this problem will be emphasized. The class will develop models examining the problems of racism.

Robertson

SW619 FAMILY WELFARE POLICY SEMINAR (2) (Third) Elective

A social work model for critical appraisal of social policy is utilized for an in-depth study of family welfare policy issues and their impact on the individual, family, and community.

Webb

SW620 FORMAL ORGANIZATION: FUNCTION, STRUCTURE AND OBJECTIVES (2) (Fourth) Elective

Structure of social work services and policies of social agencies viewed from the perspective of administration science and theories of formal organizations. Analysis of the functioning of complex organizations in relation to possible outcomes, with particular reference to the field of social welfare.

Adams

SW621 CHILD WELFARE POLICY SEMINAR (2) (Third) Elective

A social work model for critical appraisal of social policy is utilized for an in-depth study of child welfare policy issues and their impact on the individual, family, and community.

Hanwell

SW622 SOCIAL WORK AND SOCIAL RESPONSIBILITY (2) (Fourth) Elective

The viewpoints of experts from the judicial, legislative, and delivery systems concerning their perceptions of themselves as change agents within the system under study, as well as their observations of the opportunities available to the social work profession for bringing about social change through knowledge of these various systems. Students are involved in the selection of these experts and in planning for the individual sessions.

Hanwell

SW623 POLITICS OF DECISION-MAKING (2) (Third) Elective

Presentation of metropolitan and community political systems including their formal and informal structural characteristics as well as the dynamics or "process" characteristics of political behavior. Includes examination of the relationship of the political system to the social and economic systems of urban areas with special attention to the politics of social welfare, community organization and planning. Discussion is provided of interest group and organizational behavior within a comprehensive urban

political culture. Through guest lecturers the politics of specific social welfare problem areas are explored in depth for such concerns as social services, law enforcement and race relations.

Adams

**SW624 SEMINAR IN INTERNATIONAL SOCIAL WELFARE
(2) (Fourth) Elective**

Consideration of United States policy and the participation of United States agencies with respect to developing countries. The role of the United Nations and its member agencies in the developing countries. Comparisons of social welfare programs and social work education in selected foreign countries. Students will prepare presentations from a variety of countries.

Driscoll

**SW625 PLACEMENT OF PERSONS: LEGAL AND BEHAVIORAL
SCIENCE CONSIDERATIONS (2) (Third) Elective**

Using social work, psychiatric, sociological and legal materials, this seminar will explore custodial problems throughout the life cycle. Specifically, it will deal with questions concerning the custody of the foetus, the infant, the adolescent, the adult, and the aged.

(Given at the Law School to a restricted number of students)

Katz

SW626 LEGAL ASPECTS OF SOCIAL WORK (2) (Fourth) Elective

An examination of the legal implications of various areas of the law which are of interest to social workers. The hope is that some indication of the legal approach to these problems will be grasped. Also, this course attempts to indicate those areas in which social workers should obtain legal counsel.

To be announced

SW627 CORRECTIONS POLICY SEMINAR (2) (Third) Elective

A social work model for critical appraisal of social policy is utilized for an in-depth study of corrections policy issues and their impact on the individual, family, and community.

Fitzpatrick

**SW628 PRE-PROFESSIONALS IN THE HUMAN SERVICES:
TRAINING, SUPERVISION AND EVALUATION
(2) (Fourth) Elective**

An examination of the "new careers" concept and its relationship to the helping professions. Particular attention is given to techniques in the training and supervision of pre-professionals and to evaluation of the variety of training programs designed for new careerists.

Ahearn

Thomas

Wallwork

SW629 HEALTH POLICY SEMINAR (2) (Third) Elective

A social work model for critical appraisal of social policy is utilized for an in-depth study of health policy issues and their impact on the individual, family, and community.

Pisapia

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT SEQUENCE

SW531-532 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (2) (First), (2) (Second)

Cultural, sociological, economic, biological and psychological factors that have an impact on the growth and development of the individual organism will be analyzed in an integrative multi-dimensional approach to understanding human behavior along a continuum from constructive social functioning to dysfunctioning. Emphasis will be placed on the multi-dimensional interactional processes that influence the development and socialization of an individual. An essential focus will be on the varied reactions and adaptive mechanisms that individuals utilize in responding to the demands of their unique environment. (532 — required for Casework only)

O'Donoghue
Mahoney
O'Brien
Tanenbaum

SW533 SEMINAR FOR HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (1) (First)

Small groups of students analyze and discuss significant factors affecting the behavior of individuals and families.

(Students lacking particular prerequisites will be required to take this seminar.)

O'Donoghue
Mahoney
O'Brien
Tanenbaum

SW631 SMALL GROUP THEORY (3) (Third) Elective

This three hour course is divided into two parts. Half of each session is taught via lecture and discussion in which the structural and functional elements of groups are explored. Group process, dynamics, the development of norms, roles and purpose are studied. In the second half of each session students are placed in experiential groups where they will have the opportunity to become more sensitive to group concepts by examining them within the context of their own group.

Agelopoulos
Kearney
Mackey
O'Brien

SW632 SEMINARS IN HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (2) (Fourth) Elective

Students have a choice of seminars in which to pursue further study of theories related to the personal or environmental forces influencing the social functioning of individuals, families, or communities. The following two electives are offered.

A THE COMMUNITY AS AN ENVIRONMENT FOR SOCIALIZATION

Familial social structures which confront the individual in his social maturation and adult life. Areas of socialization with emphasis on race, culture and ethnicity, are discussed on a seminar basis enabling students to relate field experience to analysis of the community.

Mahoney

B-C COMPARATIVE THEORIES OF PERSONALITY

Seminars which explore the implications that various theoretical positions have on the practice of social work.

Howerton
O'Brien

RESEARCH SEQUENCE

SW541 INTRODUCTION TO RESEARCH METHODS (2) (First)

Introduction to research methods appropriate for use in the design and implementation of studies in social work theory and practice. Content includes an overview of general principles of scientific inquiry and of research strategies as they relate to issues and methodological alternatives available for use in problem formulation, sampling, data collection and measurement instrumentation, and data collection procedures.

(Required of first year students who have not had a previous course.)

Conner
Wallwork

**SW542 INTRODUCTION TO STATISTICAL ANALYSIS (2)
(Second)**

Introduction to elementary statistical methods for analysis of data collected for purposes of description or inference. Content includes tests appropriate for measurement of central tendency, variation, and correlation with qualitative and quantitative data. Particular emphasis is given to the interpretation of test results as they relate to substantive issues under focus. Laboratory and Seminar.

(Required of first year students who have not had a previous course.)

Conner
Wallwork

SW543 INTERMEDIATE RESEARCH SEMINAR (2) (First)

Decision-making in the design of social research. Content includes

analysis of design issues and methods in classical and current research in social work and related disciplines. Particular emphasis is given to the logic of the structural relationships between problem focus and methodological components. Seminar.

(First year students who have completed 541, 542, prior to school admission.)

Wallwork

SW544 *INTERMEDIATE RESEARCH SEMINAR (2) (Second)*

Design and implementation of a narrow range study of a social work issue selected by seminar members. Particular emphasis is given to formulation of the problem, statistical analysis, and interpretation. Seminar and laboratory time.

(First year students who have completed 541, 542, 543.)

Wallwork

SW641-642 *RESEARCH SEMINAR (2) (Third), (2) (Fourth)*

Continuation of research and statistical methods content with emphasis upon their use in inquiry and decision-making. Seminar combines didactic teaching with analysis of methods employed in the design of current research literature; laboratory experience in selected aspects of design and data analysis.

(Second year students from 541-542 who achieved less than a B+ average in the first year.)

Conner

SW643-644 *ADVANCED RESEARCH PRACTICUM (2) (Third), (2) (Fourth)*

Seminar and practicum in the design and implementation of social work research. Students are assigned and rotate through a series of ongoing research projects, undertaken by individuals, agencies, and institutions for the purpose of building social theory or resolving practice problems. Students have opportunity to acquire experience in each phase of the research process and to become acquainted with a variety of substantive issues and study strategies. Seminar sessions for analysis of design problems encountered.

(Second year students with B+ or higher in the first year.)

Connor

SOCIAL WORK METHODS SEQUENCE

SOCIAL CASEWORK

SW551 *FUNDAMENTALS OF PRACTICE (2) (First)*

(Required C.W.)

An introduction to the fundamental skills of casework practice and the helping process. Principal focus is placed on the beginning phase of that process. Exploration of the help-seeker's problem and understanding him as a person are particularly emphasized. Historical readings are related to

current trends to gain perspective on the method of casework within the profession of social work.

Castagnola
O'Donoghue
Thomas
Webb
Mackey

SW552 BASIC SKILLS IN THERAPEUTIC INTERVENTION

(2) (Second) (Required C.W.)

Worker's use of self in the interest of another through the helping relationship. Emphasis is placed on the generic base of treatment, with particular attention to the supportive aspect, including direct work with the client, as well as work with his milieu and with community resources in his behalf.

Castagnola
O'Donoghue
Thomas
Webb
Mackey

SW533 COMMUNICATION THEORY FOR COMMUNITY

ORGANIZATION PRACTICE (2) (First) (Required C.O.)

Introduction to communication theory, principles and techniques; focus upon essential generic concepts of communication theory and practice as prototypes in giving and taking help in interpersonal situations.

Castagnola

SW651 DIFFERENTIAL TREATMENT (2) (Third) (Required C.W.)

Common elements of practice with examination of differential aspects. Emphasis is on the aspects of treatment orientated to development of self-awareness in the client and the inherent relationship of diagnosis to treatment appropriate to the client's needs.

Castagnola
O'Donoghue
Thomas
Mackey

SW652 SOCIAL WORK WITH THE DEPRIVED (2) (Third and Fourth) Elective

An in-depth analysis of the concept of deprivation and its impact on family and community life. Emphasis will be on the differential adaptation of the casework process to helping deprived clients. There will be examination of the emerging professional role required of the social worker in helping this population group.

Robertson

SW653 FAMILY THERAPY (2) (Third or Fourth)

The dynamics of family functioning are covered early in the course. Attention is then given to criteria for family group treatment, techniques of treatment, and the role of the social worker in family therapy.

Geddes
Mackey

SW654 CASEWORK TREATMENT OF CHILDREN AND ADOLESCENTS (2) (Third or Fourth)

This course provides a comparative analysis of different approaches to treatment of children. Attention is given to similarities and differences in work with children and adults, especially in relation to diagnosis, communication and relationship. The purposes and uses of play therapy are explored. Differential treatment of children who have experienced trauma, or who manifest developmental deficits, acting out behavior or neurosis is included.

Thomas
McKinnon

SW655 INTENSIVE INDIVIDUAL TREATMENT (2) (Fourth) Elective

This course attempts to highlight in detail some of the pertinent treatment considerations occurring during the process of intensive individual treatment. Areas covered include such topics as resistance; its etiology and handling; on being one's self; content and dynamics, and aspects of termination.

(Prerequisites: the three required courses in the Casework Sequence).
Castagnola

SW656 GROUP THERAPY (2) (Fourth) Elective

This seminar examines in greater depth the concepts about social work with groups which are included in the small group theory course. Specific application of these concepts to practice is made through the use of student material and tape recordings.

(Prerequisite: Small Group Theory Course)

Neiberg

NOTE: *The Elective Seminars in the Casework Sequence are designed primarily for second year students. Where space is available (there will be no more than twenty (20) students in each seminar), first year students may take one of these electives (with the exception of group therapy and advanced individual treatment which have prerequisites) but only with permission of the instructor.*

COMMUNITY ORGANIZATION AND SOCIAL PLANNING SEQUENCE

SW536 APPLIED GROUP THEORY (2) (Second)

An intensive group experience in learning how people function collec-

tively. Learning will focus on group formulation, power and influence in the group, group goals, the evolution of group culture and the establishment of norms and values, the functional roles involved in groups-problem solving, and the interdependence and interaction of formal and informal systems related to small groups.

(Required for C.O.)

Oshima

SW561 INTRODUCTION TO COMMUNITY ORGANIZATION PRACTICE (2) (First)

Identification of the distinguishing characteristics of community organization. Specific attention to the historical background, the changing definitions of practice and the various settings within which community organization is practiced.

(Required for C.O.)

Ahearn

SW562 COMMUNITY ORGANIZATION METHOD (2) (Second)

Development of a method for planned change: (1) identification and understanding of client systems based on social system analysis; (2) understanding of various models of planned change; and (3) development of study-diagnosis-plan of action for the community organization method.

(Required for C.O.)

Burke

SW563-564 PRACTICE SEMINARS IN COMMUNITY ORGANIZATION AND SOCIAL PLANNING (non-credit) (First and Second)

Projects assigned in field are discussed among students and with various community experts in a one hour a week seminar.

(Prerequisite 561)

Burke

SW566 COMMUNITY ORGANIZATION AND CASEWORK PRACTICE (2) (Second)

An introduction to community organization for social caseworkers. The various settings within which community organization is practiced and the community organization functions of direct service agencies are covered.

(Required for C.W.)

Mahoney

SW568 PRINCIPLES OF PLANNING (2) (Second)

Examines elements of planning theory on community level. Focuses upon the development of principles applicable to social planning.

Bolan
Ahearn

SW661 PLANNING THEORY (2) (Third)

Analysis of the principles and techniques of planning. Focus is upon planning theory and the function of planning within organizational entities. City, social, business and economic models of planning are analyzed.

(Prerequisite 562 and 568)

Bolan

SW662 SOCIAL PLANNING THEORY (2) (Fourth)

Emphasis is upon developing planning models which are both conceptually sound and adaptable to the environmental demands of the social welfare system. Particular focus is placed upon participatory models of social planning.

(Prerequisite 661)

Burke

**SW663-664 PRACTICE SEMINARS IN COMMUNITY
ORGANIZATION AND SOCIAL PLANNING
(non-credit) (Third and Fourth)**

Projects assigned in field are discussed among students and with various community experts in a one hour a week seminar.

(Required for C.O.)

Burke

SW665 SOCIAL PLANNING WORKSHOP (6) (Third)

Offered in conjunction with the Planning Theory courses, this workshop focuses on the elements of a social plan. It considers the objectives, criteria and techniques necessary for the production of a social plan. Students, as teams, using appropriate guidelines for research and planning, are expected to prepare a social plan for a section of the City of Boston or one of the surrounding communities. In addition students are expected to make an oral defense of the plan to a jury of experts in fields cognate to social planning.

(Required for C.O.)

Ahearn

Bolan

Burke

SW666 SOCIAL PLANNING WORKSHOP II (3) (Fourth)

Course provides opportunity for independent research and study. Emphasis, however, is on a problem in which the student has an opportunity to apply planning and/or community organization skills in the solution of a problem.

Bolan

31

SW667 DEVELOPMENTAL PLANNING I (2) (Third)

Seminar on planning as a unified process. Exploration of leading factors in comprehensive development; practical applications integrating

social, economic, spatial and other aspects of urban growth with urban development in the context of planned social change.

(Elective for C.O.)

Iatridis

SW668 DEVELOPMENTAL PLANNING II (2) (Fourth)

Continuation of 667. Focus in second semester is upon application of research to developmental planning.

(Prerequisite 667 and permission of Instructor)

(Elective for C.O.)

Iatridis

ACTION PLANNING FOR COMMUNITY HEALTH SERVICES CONCENTRATION

This concentration, offered within the Community Organization and Social Planning Sequence, is to be introduced in the 1970-1971 year. It is a specialization in the field of health leading to a career in comprehensive health planning. A number of courses germane to this concentration are planned. These tentatively include:

PRINCIPLES OF BIOSTATISTICS

Lectures and laboratory exercises to introduce the student to statistical and epidemiological methods of biostatistics. The emphasis is on developing the capacity of the student to be a knowledgeable consumer of epidemiological research.

PRINCIPLES OF EPIDEMIOLOGY

Offered in conjunction with the Biostatistics course, it will present the epidemiological model in addition to the clinical model to enable students to understand a variety of diseases and health problems in the community.

PLANNING ISSUES IN ENVIRONMENTAL HEALTH

The course will familiarize health planners with: (1) the basic environmental health problems in urban and rural areas; (2) the relation of these problems with specific disease states and health hazards; (3) approaches to integration of environmental health programs with comprehensive health planning; and (4) the relationships between environmental health planning and urban planning.

PROBLEMS AND ISSUES IN THE DELIVERY OF HEALTH SERVICES

This course is designed to acquaint the student with the key issues involved in the delivery of health services. Students will be expected to understand the organizational, political and belief system forces under-

lying the delivery of health services, and the manner in which these forces can be modified for the realignment of delivery systems.

ADMINISTRATION AND ORGANIZATION OF HEALTH SERVICES

Analysis of the character and functions of the administrative process in health agencies and facilities. The course focuses upon the organizational factors that shape and constrain the administrative process; decision-making and planning; techniques and problems of administrative control.

SEMINAR IN HEALTH PLANNING

An integrating course for the purpose of relating concepts of comprehensive planning to the health field. Focus will be on developing models of action planning for comprehensive health planning.

FIELD INSTRUCTION

SW501-502 FIELD INSTRUCTION I AND II (4) (First), (4) (Second)

Learning and practice under the instruction of a qualified supervisor, in a social agency of a generic setting, in providing services to clients two days each week starting early in October.

SW601-602 FIELD INSTRUCTION III AND IV (6) (Third), (6) (Fourth)

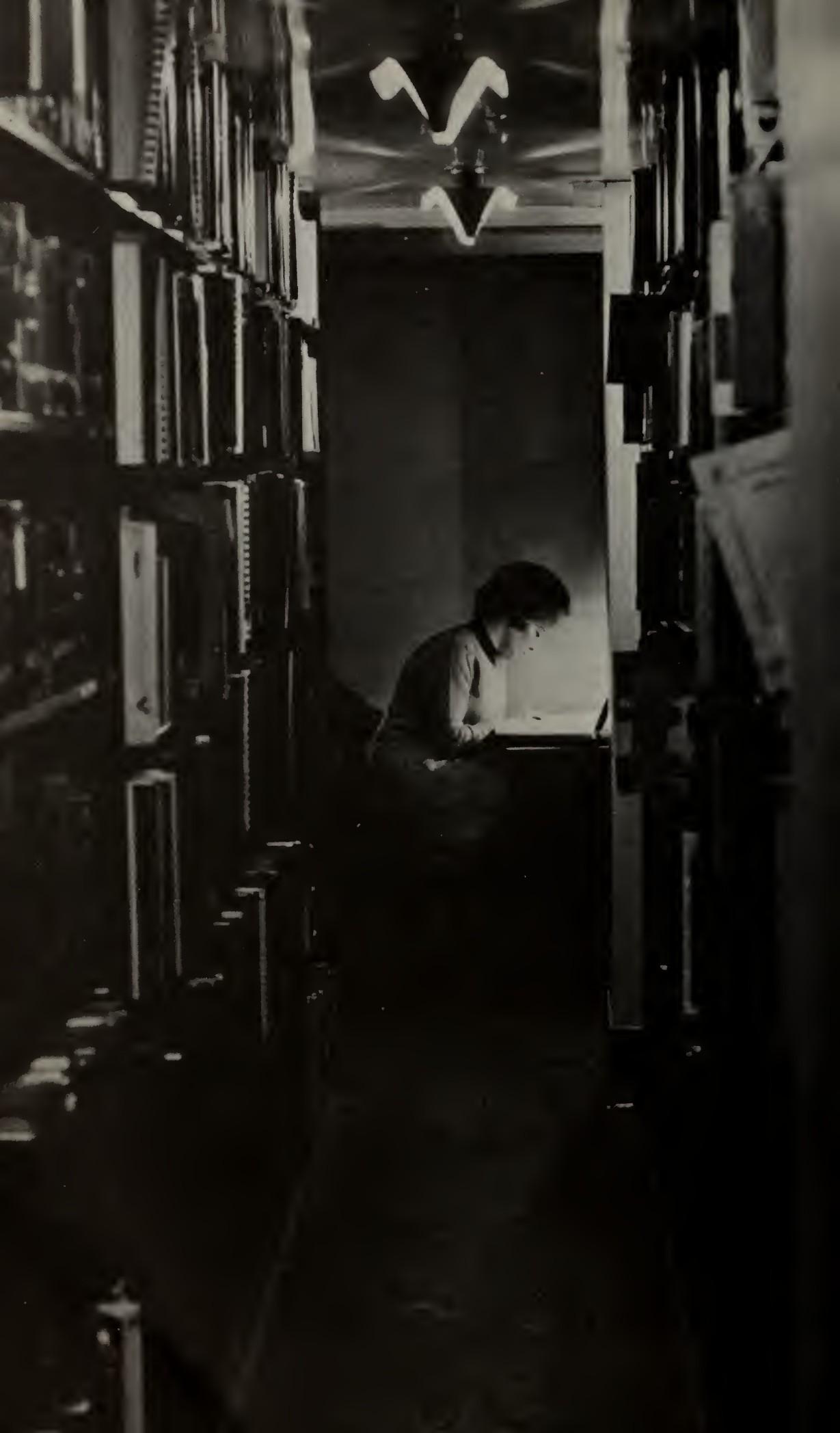
Learning and practice under the instruction of a qualified supervisor in a second social agency within a specialized setting related to the student's major method in social casework. This experience occupies the first three days of each week for second-year students.

SW603-604 FIELD INSTRUCTION IN COMMUNITY ORGANIZATION AND SOCIAL PLANNING METHOD III AND IV (12) (Summer)

Learning and practice under the instruction of a qualified supervisor in a second social agency within a specialized setting related to the student's area of interest. Field instruction is five days a week from June 1 to mid-August.

SW701-702 SEMINAR IN FIELD INSTRUCTION (2) (First), (2) (Second)

Open to both casework and community organization field instructors. This seminar is intended primarily for those instructing students placed by the School. An essential focus on findings of administrative science, learning theories, and social systems theory to identify objectives and methods which may further enable the instructor to contribute to the development of the student in practice.



SOCIAL AGENCIES AND FIELD WORK INSTRUCTORS

1970-1971

CASEWORK STUDENT UNITS

MENTAL HEALTH

Greater Boston Association for Retarded
Children
Judge Harry K. Stone Clinic
Mass. DMH Division of Legal Medicine
Hathorne State School

Mrs. Rachel Shepkowski
Mr. Harold Geddes
Mr. John McKinnon
Miss Gwendolyn Murphy

REHABILITATION

Massachusetts Eye and Ear Infirmary
Massachusetts General Hospital
R.I. Division of Vocational Rehabilitation

Mrs. Edith Haughton
Mrs. Edith Haughton
Miss Naomi Osterman

CASEWORK AGENCY PLACEMENTS

CHILD WELFARE

Catholic Charitable Bureau of Boston
Jewish Big Brother Association
Mount St. Anne
St. Vincent's Home

Mr. Paul Sheedy
Mr. Arthur Schatz
Mr. Ron Arcieri
Mr. Edward Rogan

CORRECTIONS

ORGANIZATIONS
Cambridge Court Clinic
Waltham Court Clinic
Arlington Youth Services
Counseling Service

Miss Carol Lane
Miss Margaret Condon
Mr. Samuel Serino
Mr. Morris Newman

FAMILY AND CHILDREN'S SERVICES

Child and Family Service (New Bedford)	Mr. Warren Stern
Child and Family Service (Manchester, N.H.)	Miss Alice White
	Mrs. Theo Lylis
City Missionary Society	Mr. Horace Besecker, Jr.
Family Counseling and Guidance Centers, Inc. Framingham	Mr. Francis Kelley
American Geriatric Facility	Mr. Leonard Serkiss
Family Counseling Service (Region West, Waltham and Newton)	Miss Susan Swift
	Mrs. Barbara Nichols
	Mrs. Katherine White
	Miss Jane Quinton
Family Service Association of Greater Boston	Mrs. Shirley Southwick
Family Service Organization of Worcester	Miss Mary Vanderkaay
Greater Lynn Catholic Charities Center	Mrs. Jeanne Gill
Jewish Family and Children's Service	
Jewish Family and Children's Services (Providence)	Mrs. Esther Urdang
Somerville Catholic Charities Center	Miss Mary Faherty
Fall River Family Services	Mr. Donald Emond
Family and Personal Counseling, Inc. (Brockton)	Mr. Dale Van Meter
Columbia Point Health Center	Miss Jean Mayo
Self-Help, Inc.	Mrs. Carol Fanning
	Mrs. Marjorie Sullivan

HOSPITAL AND MENTAL HEALTH SETTINGS

Beaverbrook Guidance Center	Miss Ruth Barron
Boston State Hospital	Mrs. Miriam Oppenheim
Brookline Mental Health Clinic	Mr. Kendall Bacon
Butler Hospital (Providence, R.I.)	Miss Diane Zacarian
Cambridge Mental Health Center	Mrs. Paula Belsey
Carney Hospital	Mrs. Margaret Baber
Judge Baker Guidance Center	Mrs. Harriet Baxter
Lawrence General Hospital	Miss Mary Gray
Massachusetts Mental Health Center	Miss Charlotte Califf
McLean Hospital	Mr. Bruce Malof
North Shore Guidance Center	Miss Alvera Donatelle
Rhode Island Hospital	Miss C. McGrath
Veterans Administration Hospital (Bedford)	Mr. Miroslav Kerner
	Mrs. Elizabeth McCormick
	Miss Elizabeth Myette
	Mr. David Botelho
	Miss Flora Markowitz
	Mr. Robert Leary



Veterans Administration Hospital (Brockton)	Mr. John Cobble Mr. John Lyons Dr. G. Jacoby Mr. H. Rogers Mr. Robert Powers
Veterans Administration Outpatient Clinic (Boston)	Mr. Edward Kessler
Veterans Administration Hospital (Manchester)	Mr. Frank Colliton, Jr.
Veterans Administration Outpatient Clinic (Providence)	Mr. Anthony DeCubellis Mr. Edward Babington Mr. Walter Lenk Mrs. Patricia Ewalt Mrs. Sylvia Schroeder
Veterans Administration (Worcester) Framingham Youth Guidance Worcester Youth Guidance	

SCHOOL SOCIAL WORK

Maria Hastings School (Lexington)	Miss Edna Sanford
Pierce School (Brookline)	Mr. Frank Proctor
Estabrook (Lexington)	Mrs. Dorothy Limbert
Milton School System	Mrs. Martina McCarthy

DAY CARE

St. Agnes Guild	Mr. Francis Naughton
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COMMUNITY ORGANIZATION AGENCY PLACEMENTS

Boston Association for Retarded Children	Mr. Albert Calello Mr. William Perry Mrs. Elaine Werby Mr. Robert Hart
Boston Housing Authority	
Cambridge Community Services	Mr. Gerard Sutherland Mr. Edmund Kelly Rev. N. LeZotte
Catholic Charities of Cambridge	Mr. John Forbes
Community Services of Greater Worcester	
Core City Vicariate, (Detroit, Michigan)	
East Boston Settlements	
Jewish Community Council of Metropolitan Boston	Mr. Robert Segal Mr. Walter Pacek
Portland United Community Services	
Rhode Island Council of Community Services	
Self-Help, Inc.	Mr. James Gersitz Mrs. Gail Kursteiner Mr. Eugene Boehne Mr. Robert VanWart
Shawmut Neighborhood Center	Mr. Arthur Davis
Springfield Community Council	
United Community Services of Metropolitan Boston	Miss Constance Garbutt Mr. James Nolan Mr. Thomas McFalls
United Community Services of Pittsfield Region VII, Comprehensive Health Planning	Mr. Donald Haughton

Mass. Mental Health Center	Mr. John Kaplan
Department of Community Action, Tufts-Delta Health Center, (Mound Bayou, Miss.)	Mr. James Taylor
Worcester Model Cities	Mr. Leo Sarkisian
Community Action Council	Mr. Harry Shulman
Department of Planning and Urban Development (Rhode Island)	Mr. Richard Harrall
Health Vocational and Training Program	Mr. John O'Bryant
State Department of Public Welfare	Mrs. Laura Morris
Diocesan Bureau of Human Relations	Mr. John Milan
Portland City Planning Commission	Mr. Donald Megathlin
Social Rehabilitation Service, Region 1	Dr. Dorothy Singer

COMMUNITY ORGANIZATION STUDENT UNITS

Federated Dorchester Neighborhood Houses, Inc.	Mr. William Oshima
Columbia Point Health Center and Department of Health and Hospitals, City of Boston	Mr. Malcolm Cole





FACULTY AND ADMINISTRATIVE DIRECTORIES

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Associate Dean

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Chairman, Field Instruction

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Librarian

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Rev. John V. Driscoll, S.J.

Dean

A.B., M.A., Boston College; M.S.W., Boston College School of Social Work; S.T.L., Weston College; Ph.D., Gregorian University, Rome.

Dwight S. Adams

Associate Professor

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Frederick L. Ahearn, Jr.

Assistant Professor

A.B., Sacred Heart Seminary; M.S.W., Catholic University of America; Doctoral Candidate, Columbia University School of Social Work.

Richard S. Bolan

Assistant Professor

B.E., Yale University; M.C.P., Massachusetts Institute of Technology.

Edmund M. Burke	<i>Associate Professor</i>
<i>Chairman, Community Organization and Social Planning</i>	
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B.S., Springfield College; M.S.S.S., Boston University School of Social Work.	
Geraldine L. Conner	<i>Associate Professor</i>
<i>Chairman of Research</i>	
B.A., University of Michigan; M.S.S.W., University of Nebraska School of Social Work; D.S.W., George Warren Brown School of Social Work, Washington University.	
Rev. William F. Drummond, S.J.	<i>Professor</i>
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Mrs. Ruth O. Fallon	<i>Director of Admissions</i>
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Harold M. Geddes	<i>Field Work Assistant Professor</i>
<i>Student Training Unit</i>	
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Albert F. Hanwell	<i>Associate Professor</i>
<i>Chairman, Social Welfare Policy and Services; Project Director, Children's Bureau Grant</i>	
B.S., Boston College; M.S.W., Boston College School of Social Work.	
Mrs. Edith Haughton	<i>Field Work Assistant Professor</i>
<i>Student Training Unit</i>	
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Dorothy K. Howerton	<i>Professor Emeritus</i>
A.B., Wellesley College; M.S., Simmons College School of Social Work; Ph.D., University of Michigan.	
Demetrius S. Iatridis	<i>Professor</i>
B.A., Washington and Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr.	
Mrs. Joan R. Katz	<i>Field Work Assistant Professor</i>
<i>Student Training Unit</i>	
A.B., University of Chicago; M.S.W., The Catholic University of America.	
Richard A. Mackey	<i>Associate Professor</i>
<i>Chairman, Casework; Project Director for National Institute of Mental Health Grant</i>	
A.B., Merrimack College; M.S.W., Catholic University of America; D.S.W., Catholic University of America.	

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John J. McKinnon	<i>Field Work Assistant Professor</i>
B.A., Suffolk University; M.S.W., Boston College School of Social Work.	
Gwendolyn H. Murphy	<i>Assistant Professor</i>
B.S., Emmanuel College; M.S.W., Boston College Graduate School of Social Work.	
Bernard A. O'Brien	<i>Associate Professor</i>
A.B., Boston College; M.A., Catholic University of America; Ph.D., Catholic University of America.	
Kathleen O'Donoghue	<i>Associate Professor</i>
Chairman, Human Behavior and the Social Environment; Project Director for the Vocational Rehabilitation Administration Grant.	
B.S., Emmanuel College; M.S.W., Boston College School of Social Work; M.S.H., Harvard School of Public Health.	
William Oshima	<i>Assistant Professor</i>
B.A., Muskingum College; M.S.W., State University, Columbus, Ohio.	
Naomi Osterman	<i>Assistant Professor</i>
<i>Student Training Unit</i>	
B.S., Boston University; M.S. in S.S., Boston University School of Social Work; M.S.H., Harvard School of Public Health.	
Matthew L. Pisapia	<i>Chairman</i>
<i>Field Instruction</i>	
A.B., St. John's University; M.S.S., Fordham School of Social Work.	
Mary Ella Robertson	<i>Professor</i>
B.A., Xavier University; M.S.W., Atlanta University School of Social Work; D.S.W., University of Pittsburgh Graduate School of Social Work.	
Rachael Schepkowski	<i>Field Work Assistant Professor</i>
<i>Student Training Unit</i>	
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<i>Project Director, Action Planning for Community Health Services Concentration</i>	
B.A., St. Mary's University; M.S.W., Worden School of Social Work; M.S., University of Pittsburgh Graduate School of Public Health; Doctoral Candidate, Graduate School of Social Work, University of Pittsburgh.	
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<i>Associate Dean; Director of Curriculum</i>	
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B.Sc., S.A., Ohio State University; M.A.S.A., Ohio State University; D.S.W., Smith College School for Social Work.	

Mrs. Nancy V. Wallwork

Assistant Professor

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Certificate of Advanced Study, Smith College School of Social Work.

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Commissioner John Fitzpatrick

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Work.

Sanford N. Katz

Lecturer

A.B., Boston University; J.D., University of Chicago, Law School.

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Lecturer

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ACADEMIC CALENDAR

1970 - 1971

FIRST SEMESTER

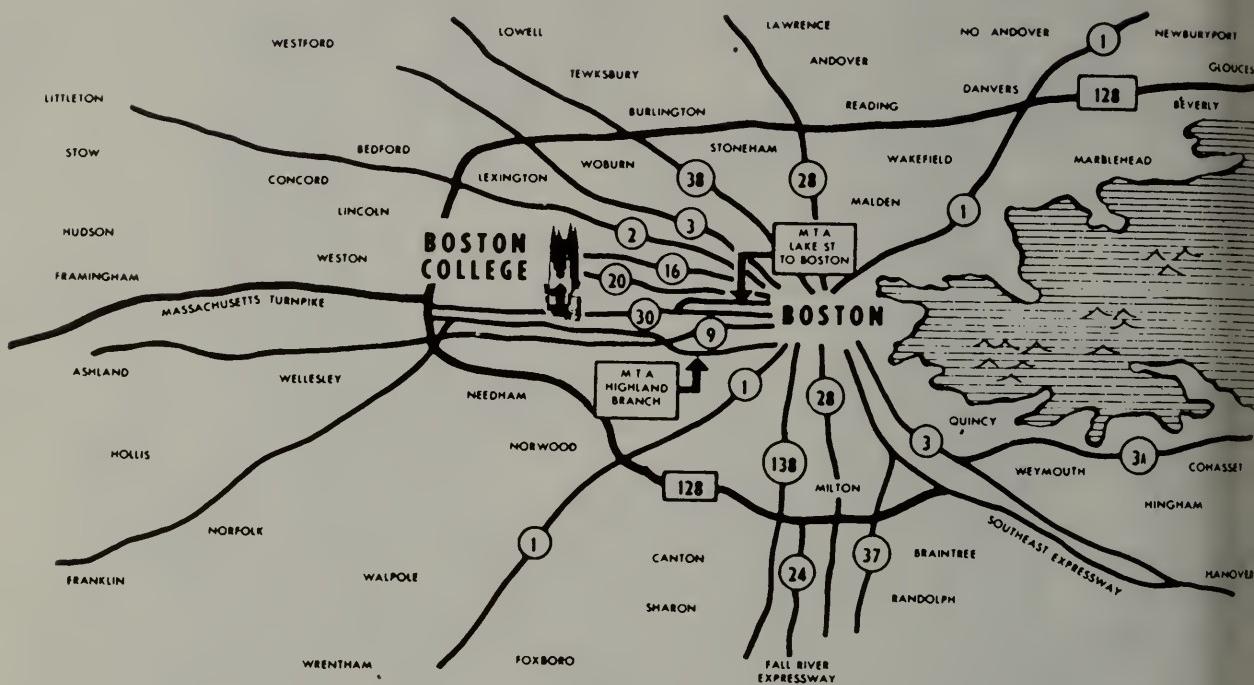
Sept.	9	Registration for Second Year students (9:30-4:00)
Sept.	10-11	Registration for First Year students (9:30-4:00)
Sept.	14-15	Orientation for First Year students
Sept.	16	Classes begin for First Year students
Sept.	17	Classes begin for Second Year students
Sept.	21	Field Instruction begins for Second Year students
Sept.	*22	Field Instruction begins for First Year students
Oct.	12	Columbus Day. Holiday
Nov.	11	Veterans' Day. Holiday
Nov.	25	Thanksgiving Holidays begin at Noon (for First Year)
Nov.	26-29	Thanksgiving Holidays
Dec.	18	Christmas Holidays begin at close of classes
Dec. 18 — Jan. 3		Christmas Holidays
Jan.	4	Field Instruction resumes
Jan.	6	Classes resume
Jan.	20-22	Semester Examinations. Registration for 2nd Semester
Jan.	26	First Semester Field Instruction terminates for First Year students
Jan.	27	First Semester Field Instruction terminates for Second Year students
Jan.	27-31	Mid-Year Recess for First Year students (from class only)
Jan.	28-31	Mid-Year Recess for Second Year students (from class only)

SECOND SEMESTER

Feb.	1	Second Semester Field Instruction begins for all students
Feb.	3	Second Semester First Year classes begin
Feb.	4	Second Semester Second Year classes begin
Feb.	15	Washington's Birthday Observance. Holiday
April	8-11	Easter Recess (from class only)
April	14-18	Spring Recess for First Year students (from class only)
April	15-18	Spring Recess for Second Year students (from class only)
April	19	Patriots Day. Holiday where observed by agency
May	18	First Year Field Instruction terminates
May	19	Second Year Field Instruction terminates
May	21	All classes terminate
May	24-28	Final Examinations
June	14	Commencement

*First Year Field Instruction from 9/23 to 10/13 will be on Tuesdays only. Beginning 10/19 First Year students will be in placement on both Mondays and Tuesdays. (During the first month extra classes will be held on Mondays.)

DIRECTIONS FOR VISITORS TO BOSTON COLLEGE



Located between Commonwealth Avenue (Route 30) and Beacon Street in Chestnut Hill, Massachusetts, the University Heights campus of Boston College is easily accessible from all approaches.

Visitors arriving at Logan International Airport will find ample means of transportation into downtown Boston. Interstate bus lines all have terminals in the heart of the city.

From downtown Boston, visitors may travel directly to the Heights by taxi or may take the Boston College - Commonwealth Avenue trolley car out of Park St. Station and to the end of the line, where the campus is only a short walk up the hill.

For those driving to Boston College, the auto routes are easily traveled and plainly marked.

From the south and southeast — Routes 95 and 24 north, to Route 128 north, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

From the west and southwest (e.g. New York City, New Jersey, etc.) — Routes 15 or 91 north, to the Massachusetts Turnpike (Route 90) east, to Route 128 north, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

From the north and northeast — Routes 3, 93 and 95 (U.S. 1) south, to Route 128 south, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

NOTES

NOTES

BOSTON COLLEGE

CHESTNUT HILL
MASSACHUSETTS



TO ROUTE 9
HAMMOND STREET

LEGEND

LOWER CAMPUS:

- 1 St. Thomas More Hall
(Law School)
- 2 St. Ignatius Church
- 3 Southwell Hall
- 4 Alumni Hall
- 5 Philomathia Club
- 6 Intramural Sports
- 7 McHugh Forum
- 8 Alumni Stadium
- 9 Roberts Center
- 10 Cdr. Shea Field

RESIDENCE HALLS:

- 19 Service Building
- 20 Campion Hall
- 21 McGinn Hall
- 22 Carney Center
- 23 McElroy Commons
- 24 Columbian House
- 25 Faber House
- 26 Roncalli Hall
- 27 Welch Hall
- 28 Williams Hall
- 29 Gonzaga Hall
- 30 Fitzpatrick Hall
- 31 Cheverus Hall
- 32 Fenwick Hall
- 33 Xavier Hall
- 34 Loyola Hall
- 35 Claver Hall
- 36 Shaw House
- 37 Kostka Hall
- 38 Card. O'Connell Hall

UPPER CAMPUS:

- 11 St. Mary's Hall
- 12 Bapst Library
- 13 Gasson Hall
- 14 Lyons Hall
- 15 Fulton Hall
- 16 Devlin Hall
- 17 Higgins Hall
- 18 Cushing Hall

PARKING

BEACON STREET

PARKING

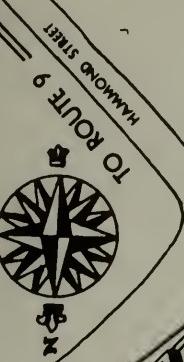
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OLD COLONY ROAD AVENUE

COMMONWEALTH

PARKING

TO BOSTON



TO NEWTON CTR.

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